**DAILY LESSON PLAN**

SUBJECT/COURSE: Biology, Chapter 3, Introduction to Chapter DATE: 10/3/11

CONCEPT/OBJECTIVE:

The students will relate their postal address to their biological address.

MATERIALS NEEDED FOR LESSON:

(by you): textbook, computer, promethean board

(by the students): pencils, paper

INTRODUCING THE LESSON (Bell Ringer): Define biosphere, biome, ecosystem, and community. **Bioshpere**-layer of Earth that contains all biomes, **Biome**-a large group of ecosystems that share the same climate and have similar types of communities, **Ecosystem**-a biological community and all of the abiotic factors that affect it, **Community**-a group of interacting populations that occupy the same geographic area at the same time.

INSTRUCTIONAL PROCEDURE:

* We will do the launch lab on page 58.
* I will review terms biosphere, biome, ecosystem, and community.
* Compare postal address of students to their biological address from smallest to largest.
* Check for understanding: what do the terms community and ecosystem mean to you?
* Tell students to describe the biological community and an ecosystem to which they belong.
  + Write on promethean board two columns-one is postal address & other is biological address
  + The graph should look like this:

|  |  |
| --- | --- |
| Postal Address | Biological Address |
| Michelle Ulrich | Michelle Ulrich |
| West Point | Community |
| Nebraska | Ecosystem |
| United States | Biome |
| Planet Earth | Biosphere |

* + As a class, we will complete the above graph
  + I will ask how each row of the postal address relates to a biological address of species
  + I will complete the graph as the students give me the correct biological address.
  + The students will have 10 minutes to do the analysis question 1 & 2 on page 58
  + We will go over analysis questions as a class
  + Refer students to page 58 – 59
  + Ask What do the photos on this page tell you about barrier reefs?
  + Answers looking for are on page 59 under “tell students” – looking for reefs are found in shallow waters, tropical waters in many parts of the world. Different species living there,
  + We will do a class KWL chart to predict what chapter 3 is about.

ASSESSMENT:

Students related their postal address to their biological address.

Students completed analysis questions 1 & 2.

CLOSURE:

Is West Point a community or ecosystem in a biological address: community

BACK-UP:

We will look through the chapter and talk about sections that may be the most interesting or fun to learn about.

**DAILY LESSON PLAN**

SUBJECT/COURSE: Biology, Chapter 3, Section 1 DATE: 10/4/11

CONCEPT/OBJECTIVE:

The students will explain community and ecosystems.

The students will summarize ecological succession.

The students will relate community and biological community to their lives.

MATERIALS NEEDED FOR LESSON:

(by teacher): teacher’s manual, promethean board, PowerPoint presentation, Section 1 outline, computer

(by the students): pencil or pen

INTRODUCING THE LESSON (Bell Ringer): Define a community. A group of interacting populations that occupy the same geographic area at the same time.

INSTRUCTIONAL PROCEDURE:

* The students will get out their textbook
* Following PowerPoint slides 1 – 7:
  + Students compare community and ecosystem.
  + Students relate biological community to their own life.
  + Students define limiting factor
  + Students define abiotic factor
  + Students define biotic factor
  + Students identify examples of abiotic factors & biotic factors
* Check for Understanding: Explain and justify how limiting factor, abiotic factor, and biotic factor affect a community.
* Following PowerPoint slides 8 – 19:
  + Organisms adapt to their habitat.
  + Students will describe the range of tolerance.
  + Students identify two types of ecological succession.
  + Students define primary succession.
  + Students define secondary succession.
* Check for Understand: Summarize ecological succession.
* Hand out the study guide
* I will assign their Biome presentation (attached is Biome assignment)

ASSESSMENT:

The students will complete a study guide over section 1 and hand in October 5th.

CLOSURE:

Summarize limiting factor. Any abiotic factor or biotic factor that restricts the numbers, reproduction, or distribution of organisms. Abiotic factors include sunlight, climate, temperature, water, nutrients, fire, soil chemistry, and space. Biotic factors include living things like plants and animal species. Factors that restrict the growth of one population might enable another to survive.

**DAILY LESSON PLAN**

SUBJECT/COURSE: Biology, Chapter 3, Section 2 DATE: 10/5/11

CONCEPT/OBJECTIVE:

The students summarize biomes.

The students will compare and contrast weather and climate.

The students will identify other terrestrial areas.

MATERIALS NEEDED FOR LESSON:

(by you): teacher’s manual, promethean board, PowerPoint presentation, Section 2 outline, computer

(by the students): pencil or pen

INTRODUCING THE LESSON (Bell Ringer): Define ecological succession. Change an ecosystem has when one community replaces another because of abiotic and biotic factors.

INSTRUCTIONAL PROCEDURE:

* The students will hand in section 1 study guide.
* The students get out their textbooks.
* Following PowerPoint slides 20 – 24:
  + Students will compare and contrast weather and climate.
  + Students will explain latitude.
  + Students will understand that Earth heats differently.
* Check For Understanding: Identify the affects weather and climate have on organisms.
* Following PowerPoint slides 25 – 63:
  + Students will explain the different biomes
    - Tundra
    - Tiaga
    - Temperate Deciduous Forest
    - Grasslands
    - Deserts
    - Tropical Rainforest
  + Students will recognize that polar regions and mountains are not biomes
* Check for understanding: Summarize the six biomes.
* I will hand out section 2 study guide.

ASSESSMENT:

The students will complete section 2 study guide and hand in October 6th.

CLOSURE:

Name the six Biomes: tundra, taiga, temperate deciduous forest, grasslands, deserts, tropical rainforest.

**DAILY LESSON PLAN TEMPLATE**

SUBJECT/COURSE: Biology, Chapter 3, Biome presentation DATE: 10/6/11

CONCEPT/OBJECTIVE:

The students will create a biome presentation.

MATERIALS NEEDED FOR LESSON:

(by you): Biome rubric, computer,

(by the students): Biome presentation

INTRODUCING THE LESSON (Bell Ringer): Name the six biomes: tundra, taiga, temperate deciduous forest, grasslands, deserts, tropical rainforest.

INSTRUCTIONAL PROCEDURE:

* The students will hand in section 2 study guide.
* The students will present their biome presentations.
* The students will stand in front of the room to do their presentation.
* The students will name their biome.
* The students will provide required information about their biome.
* The students will show the class their biome information page.

ASSESSMENT:

The students will hand in their biome information page.

CLOSURE:

Summarize one biome.

**DAILY LESSON PLAN**

SUBJECT/COURSE: Biology, Chapter 3, Section 3 DATE: 10/7/11

CONCEPT/OBJECTIVE:

The students will explain aquatic ecosystems.

MATERIALS NEEDED FOR LESSON:

(by you): teacher’s manual, promethean board, PowerPoint presentation, Section 2 outline, computer

(by the students): pencil or pen

INTRODUCING THE LESSON (Bell Ringer): Define biome: The large group of ecosystems that share the same climate and have similar types of communities.

INSTRUCTIONAL PROCEDURE:

* The students will get their textbooks.
* Following PowerPoint slides 64 - 78
  + The students will categorize rivers and streams as flowing water and lakes and ponds as standing water.
  + The students will compare and contrast three zones of lakes and ponds: littoral, limnetic, and profundal. Check for understanding: each student explains on of the zones.
  + The students will explain wetlands and estuaries.
* Following PowerPoint slides 79-89:
  + The students will identify the intertidal zones
  + The students will summarize the open ocean ecosystems
  + The students will summarize coral reefs.
* Check for understanding: Explain the open ocean ecosystems.
* I will hand out section 3 study guide.

ASSESSMENT:

The students will complete section 3 study guide for Monday.

CLOSURE:

Name the intertidal zones. Name the open ocean ecosystems.

BACK-UP:

We will start to review for chapter 3 test.

**DAILY LESSON PLAN**

SUBJECT/COURSE: Biology, Chapter 3 Review DATE: 10/10/11

CONCEPT/OBJECTIVE:

The students will identify community ecology.

The students will identify terrestrial biomes.

The students will explain aquatic ecosystems.

MATERIALS NEEDED FOR LESSON:

(by you): promethean board, teacher manual, computer, study guide

(by the students): Chapter 3 study guides

INTRODUCING THE LESSON (Bell Ringer): Name the three open ocean ecosystems.

INSTRUCTIONAL PROCEDURE:

* We will review for the test by using the activInspire software.
* The students will be called one by one to come up the promethean board and answer the question.
* The students will be called one by one to come up the promethean board and identify vocabulary words.
* I will pick graphs or charts for the students to read and answer questions.
* I will ask assessment questions at the end of each section.

ASSESSMENT:

Each student will have a chance to come up to the promethean board and answer a review question.

CLOSURE:

Name the intertidal zones, name the biomes & summarize them, and explain ecological succession.

**DAILY LESSON PLAN**

SUBJECT/COURSE: Biology, Chapter 3 test DATE: 10/11/11

CONCEPT/OBJECTIVE:

The students will identify community ecology.

The students will identify terrestrial biomes.

The students will explain aquatic ecosystems.

MATERIALS NEEDED FOR LESSON:

(by you): chapter 3 test

(by the students): pencil or pen

INTRODUCING THE LESSON (Bell Ringer):

Define ecological succession: the change in an ecosystem that happens when one community replaces another as a result of changing abiotic and biotic factors.

Name the biomes: tundra, boreal forest (tiaga), temperate forest, temperate woodland and shrubland, temperate grassland, desert, tropical savanna, tropical seasonal forest, tropical rainforest.

Name the open ocean ecosystems: pelagic, benthic, abyssal

INSTRUCTIONAL PROCEDURE:

* I will hand out chapter 3 test
* The students will have the whole period to work on the test.
* When students are finished, they are to work on something quietly.

ASSESSMENT:

Chapter 3 test will be completed by the students.

CLOSURE:

Summarize chapter 3.

BACK-UP:

We will look at chapter 4 and predict what will be learned.